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AUTHOR Sumner, David E.  
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ABSTRACT

This document contains an annotated bibliography of 37 works describing university programs and services that have been undertaken or proposed in response to urban problems. A brief essay based on the literature in the bibliography draws attention to various approaches to meeting urban needs. (JS)

Review 2

ED 038 556

# Urban Universities and the City

David E. Sumner

AA000 541

ERIC CLEARINGHOUSE ON HIGHER EDUCATION  
The George Washington University  
1 Dupont Circle, Suite 630  
Washington, D.C. 20036

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The ERIC Clearinghouse on Higher Education, one of a network of clearinghouses established by the U.S. Office of Education, is concerned with undergraduate, graduate and professional education. A basic function of each clearinghouse is to abstract and index documents in its field. Many of the reports noted in the following bibliography are available in microfiche (MF) or hard/photo copy (HC) from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Payment must accompany orders of less than \$5.00. Abstracts of the documents appear in *Research in Education* (RIE), a monthly publication of the Office of Education. RIE may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Single copies cost \$1.75; annual subscriptions, \$21.00.

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## OVERVIEW

The question of the university's relationship to the city is one of the many important issues that student protest has brought to the forefront during the past decade. It is obvious that while urban universities have grown and prospered, the cities surrounding them have deteriorated. The wretched living conditions of many city residents have long been neglected by universities as well as by the rest of society. Urban institutions of higher education have been characterized as becoming "collections of scholarly commuters" rather than "communities of scholars." John Gardner has observed that while universities have performed well in providing technical assistance abroad, most of them "have not yet brought themselves to render the same service to the cities of which they are a part." And Clark Kerr has noted that urban universities have been "in but not of" the city.

The literature indicates that universities have been partly responsible for blighted conditions of the city. Their unbridled expansion breaks up neighborhoods, forces local residents to seek other places to live and work, and adds tax-exempt property to the already dwindling tax base of the city. Moreover, their traditional lack of concern for the welfare of local citizens contributes to the resentments and frustrations of inner city residents.

### *The isolated academy?*

When challenged to take some responsibility for community development, the universities initially rejected involvement in "noneducational matters." This response is understandable, given the American academic tradition of distrust for the city. Byron Johnson wrote that ". . . this notion that knowledge of the city was somehow dangerous, that colleges were to be isolated from the city, dominated the attitude in the United States from the beginning."

Although many colleges and universities are located in cities, most became "urbanized" only through the growth and expansion of the city itself. Essentially they were caught in a situation they did not want and for which they were unprepared. Their unwillingness to assume new responsibilities often resulted from their resentment of the new demands placed upon them.

While some academicians have said that the university was not meant to be a "service station," others point to the example of the land-grant universities which, by offering a flexible curriculum and extensive public service activities, greatly stimulated agricultural and technical development. They argue that performance of community service is itself an educational experience and could be an integral part of the total learning environment of the university. The problem, they say, is not one of choosing whether to continue or abandon traditional academic pursuits, but one of deciding how to combine the learning of academic subjects with service activities. Along with many others, Kevin White considers university involvement with the city a necessity, not a choice. In "The View from City Hall," he notes that the health of the urban university is contingent upon the health of the city. Both must acknowledge their interdependence to survive and prosper.

At the present time, most of the literature favors involvement. The writing in the field generally consists of papers, speeches and articles, rather than books. A great deal of it expresses the theme that the university "can, must, and should" do something for the welfare of the city, but little of it contains concrete suggestions defining what can be done, how the university can initiate urban service programs or projects, and what problems are involved.

The documents cited in this bibliography answer some of these questions. They are concerned with specific university programs and services which have been undertaken or proposed in direct response to urban problems. Many of the articles have been abstracted for ERIC's monthly journal *Research in Education*, and are available from the ERIC Document Reproduction Service.

### *Educational opportunities*

Offering educational opportunities to city residents is, perhaps, the most direct and easily accomplished service the university can provide. Arthur J. Holland (15) asserts that the causes of the city's problems invariably spring from a lack of knowledge, and that a lasting change for the better can be achieved only through education. Although adult and continuing education programs have been around for a long time, the educational demands of inner city residents often cannot be met by traditional programs and curricula. Basic skills such as reading and mathematics are frequently the most pressing needs. New extension programs are attempting to meet these demands, and to redirect their focus toward "the social needs that people have because of the facts of urbanization" (4). In Watts, Newark and Milwaukee, for example, universities are offering consumer education, business management, and human relations courses in addition to academic subjects (15). New York University's Harlem seminars indicate that "extension of an urban university can serve as a connecting link between the dominant culture and the excluded underclass" (28).

### *Access and communication*

The effectiveness of traditional extension programs in serving inner city and minority residents is often hindered by their inaccessibility and the misunderstandings of program officials and local citizens. American urban campuses have typically been designed in a manner that sets them apart from surrounding communities (6). This physical dichotomy makes some local residents reluctant to attend educational programs and courses on campus. Many colleges and universities have recognized this problem and have sought ways to make their campuses more accessible. A common approach is to acquire and renovate existing buildings, rather than to build new, imposing structures. Another method is to offer extension programs off campus, although inner city residents may still be hesitant to attend if the extension center is in a middle-class area. An effective alternative is to "go to the people" directly. Some of the literature describes programs that are doing just this.

SUNY Buffalo's "University of the Streets" (17) was opened in a renovated industrial plant in the center of the black ghetto. As Gordon Edwards says, "The concept was simple: to 'hustle' or sell education the same way the old storefront churches hustled religion, right on the street where the action is." The proposed college in the Bedford-Stuyvesant section of Brooklyn (8) would utilize existing land and buildings and would be completely accessible to local residents. Whereas colleges and universities have, until recently, been intent upon building structures as pretentious and forbidding as possible, it now appears that "walkways" are beginning to be favored over walls.

The "communication gap" between urban universities and community residents is related to and sometimes a result of the problem of inaccessibility. City dwellers often distrust outsiders, and many program administrators make the mistake of deciding beforehand "what is best" for the people they are attempting to serve, only to be frustrated later by the community's lack of response. To avoid these pitfalls, the University of Wisconsin at Milwaukee employs "community liaisons"—local residents recruited to facilitate cooperation between the University and the community. SUNY Buffalo allows community residents to run their storefront centers. These programs are indicative of the innovative approaches that continuing and extension education can take.

#### *Student volunteers*

Student volunteer programs are another common and direct way universities are serving urban communities. Columbia University in New York and Howard University in Washington, D.C. provide unusually large and highly organized programs. In the Columbia College Citizenship Program (26), 1200 students work in hospitals, government offices and in various community centers. An attempt is made to link their service activities with educational assignments. Howard University students worked to define the needs of local churches and residents and then to mobilize them to help themselves (27). Their experience, gained over a five-year period, indicated that communities can be motivated to help themselves, and that "an urban university can effect some positive changes in social conditions." The programs suggest that if student volunteer programs are actually to improve community conditions and provide a worthwhile learning experience for those involved, they must be planned on a wide-scale, long-range basis and include meaningful jobs for participants.

Karen Duncan's compendium contains many examples of universities that offer academic credit for community service (16). Off-campus work, in fact, is the basis of the curriculum in a few universities, and much of it is now pursued in the cities. Clark Kerr has suggested establishment of "urban-grant" universities for which the city and its problems are the animating forces.

#### *Faculty participation*

Volunteer services need not be confined to students. Many universities give their faculty time off to consult with government and other community agencies. The University of Oklahoma, for example, has established the "Professor of the City" program in which various professors are given leaves-of-absence

to serve as "counselors in residence" to local governments in Oklahoma (31). *College Community Consultation* (3) describes successful training methods and contains case studies showing the effective use of faculty consultants. In his analysis of some of the problems of consultation, Sanford L. Kravitz (13) discusses the gap between the public administrator's concern for immediate answers to specific problems and the scholar's concern for theory and research.

Faculty consultation, however, is not limited to technical advice. Stephen Bailey (13) suggests that the central faculty rôle in the area of urban service should be to make urban decision makers aware of the human misery within the city. The faculty should also explore social issues underlying the decay of the cities. An increase in the use of faculty consultants is forecast for the years ahead.

#### *Financial aid*

Universities are becoming increasingly sensitive to the fact that they do not pay taxes for governmental services they receive. Although no one in the educational establishment has recommended that this situation be changed, some universities are seeking better relations with their local governments through token acknowledgment of this privilege. The University of North Carolina, for example, pays approximately \$5.00 per student per year to the city of Chapel Hill for its share of the cost of municipal services (32). The scarcity of literature on this subject, however, suggests that such financial arrangements are rare.

#### *Community renovation*

The bibliography covers many programs that are not devoted to any one area of service. Two broad programs are the Southeast Chicago Corporation (SECC) and the West Philadelphia Corporation (WPC) described by George and Patricia Nash. SECC was established by the University of Chicago to help alleviate slum conditions in the Hyde Park-Kenwood area of Chicago. WPC, made up of the University of Pennsylvania and four other Philadelphia schools, represents an ambitious coordinated attack on urban decay in Philadelphia. Consortiums such as WPC offer possibilities for effective urban programs that could not be considered by single institutions with limited resources.

#### *Prerequisites*

While universities have taken steps to provide physical solutions to urban deterioration, the implications of adopting a more active, problem-oriented role may require some institutional self-examination. Harvard University's Committee on the University and the City (30) examined how the University's degree programs, organization, policies, facilities and finances affected Cambridge and Boston. The Committee recognized that urban service programs can be useless if the internal organization of the university itself has an adverse effect on the community.

George Arnstein and Charles Mosmann deal more specifically with the problem of institutional racism which—because of its subtle nature—is usually unintentional and difficult to discern. The *Campus Research Guide on Institutional Racism* (2) points out ways to discover and eliminate racist practices. While uni-

versities have made a greater effort than most social institutions to eliminate such practices, remnants of decades of tradition still linger.

In his preface to the Harvard report, President Nathan Pusey wrote:

In this time of social and political restlessness, far-reaching impatience with old modes, and deep questioning of national goals, a university would be unworthy of its name if it were not, as an academic society, reassessing its accomplishments and insufficiencies, re-examining its

purposes, and redefining its future course . . . one of the most obvious sources of concern is the part the university should play in the wider community to which it belongs. What has it been doing, what is it doing, what should it be doing to help both community and nation in the practical business of finding solutions to urban distress and malaise, poverty, economic imbalance, racial inequality, and diseases of mind and body?

The urban service programs cited in the following bibliography show how many universities are responding to some of these concerns.

#### ANNOTATED BIBLIOGRAPHY

1. Arnstein, George. "How Colleges Can Reach Out to Troubled Cities," *College and University Business* 47, September 1969, pp. 51-63.

This planning guide outlines the Model Cities Program and offers specific suggestions on how universities can best participate in it. Institutions of higher education may, for example, help to secure citizen participation, share facilities such as libraries and gyms, and provide technical assistance.

2. Arnstein, George, and Mosmann, Charles. "Learning to Cope with the Urban Crisis," *College and University Business* 46, April 1969, pp. 85-100. (Reprints available from C&UB, 1050 Merchandise Mart, Chicago 60654, \$1.00.)

This article deals primarily with the problems of racism and ethnocentrism as they pertain to the administration of colleges and universities. Recruitment of faculty and students from minority groups and curriculum and textbook reform are among the ways universities are dealing with problems. An inventory of Ohio State University's current activities in the urban field, a listing of various urban programs that use the city as a "learning laboratory," and the text of the National Student Association's *Campus Research Guide on Institutional Racism* are included.

3. Axford, Roger, ed. *College-Community Consultation*. DeKalb: Northern Illinois University, 1967. ED 012 874. MF-\$0.25, HC-\$2.40.

This publication is an outgrowth of a conference held at Northern Illinois University under a federally financed program designed to train consultants for citizens groups involved in developing community resources. Case studies illustrate the effective use of college and university faculties as consultants on industrial development, population control, housing, urban redevelopment planning, curriculum development, and school finance programs. The technical and human relations aspects of training a successful consultant and the pitfalls of ineffective consultation are discussed.

4. Bebout, John E. "Urban Extension: University Services to the Urban Community," *The American Behavioral Scientist* 6, February 1963, pp. 24-25.

Urban extension, as perceived in this article, is not limited to

adult and continuing education, but also includes the offering of university services directed specifically to "social needs that people have because of the facts of urbanization." If the university were to apply its talents and resources in this area, it would necessarily become involved in effecting social changes. Several suggestions are offered to universities considering the implementation of urban extension programs of this type.

5. Campbell, Roald F. *Higher Education and the Demand for Social Action*. Washington: American Association for Higher Education, March 3, 1969. ED 027 852. MF-\$0.25, HC-\$0.35.

The author advocates a middle position between those who view the university as an instrument for direct social action and those who prefer academic isolation from social and political affairs. Four suggestions are made: scholars should deal with reality; they should be given some protection from the demands of daily action programs; professors should be freed for a time so that they can participate in action programs; and universities should probably initiate certain action programs, but allow them to be operated by other agencies.

6. *Campus in the City. A Report From Educational Facilities Laboratory*. New York: Educational Facilities Laboratory, 1969. (Available free from EFL, 477 Madison Ave.)

When urban campuses expand, the residents of surrounding communities are usually forced to seek other living areas. The new buildings erected after expansion are usually designed in a manner that sets them apart from the surrounding community, thus adding physical barriers to social ones that already exist. This booklet describes what over 20 colleges and universities are doing with their physical plants to solve these problems. Common approaches are the acquisition and renovation of existing buildings, building underground, and building over streets, parking lots, and railroads. The document provides a useful overview of the many approaches that can be taken to physical planning.

7. Christiansen, Dorothy. *Urban Universities and the Community: A Bibliography*. New York: Center for Urban Education, April 1968. (Available free from CUE, 105 Madison Ave.)

This is a non-annotated bibliography containing 78 items taken from books, papers, journals, and magazines dating from

1930 through 1967. Most of the items are concerned with the urbanization of America and its universities, the responsibilities asked of universities in the process, and some responses of the universities. The work includes many publications of a more general nature than those included in the present bibliography.

8. *A College in the City: An Alternative. A Report From Educational Facilities Laboratory.* New York: Educational Facilities Laboratory, March 1969. (Available free from EFL, 477 Madison Ave.)

A 45-block area of the Bedford-Stuyvesant section of Brooklyn was chosen to illustrate how a poor urban community with physical potential for restoration might be transformed into a local, unconventional college. In addition to education, this new kind of college would provide other needed services. It would be community-operated, open days and nights, six days a week, year-round for all local residents who have a high school diploma or could pass a specially designed test. The curriculum of the college would be designed to meet the needs of the community.

9. "Colleges Learn Their Urban ABC's," *Business Week*, June 1, 1968, pp. 94-96.

"Bulldozing" university expansion has caused a sharp backlash in some ghetto communities. Now, more and more colleges are trying to remedy the cities' ills and make friends. This article describes the improving relationships of some universities with their urban surroundings. Of special interest is Columbia University's Center for Urban-Minority Affairs.

10. Colmen, Joseph G. *Higher Education and the City in the Seventies.* Paper presented at the National Seminar on the University in Urban Community Service, University of Maryland, October 2, 1968. ED 024 320. MF-\$0.25, HC-\$0.90.

An outline of a university with an "urban mission" is presented. Among the characteristics of such a university would be the provision of human service learning and work experiences for students. The underlying theme is that the university exists for the benefit, rather than in spite, of the students and the community.

11. *Community Education for Adults. Current Information Sources No. 16.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, March 1968. ED 014 025. MF-\$0.25, HC-\$1.05.

This bibliography contains abstracts and index material for 43 documents on various aspects of community education. Community public service projects and programs under Title I of the Higher Education Act of 1965, other federal programs, reports of specific regional and local programs on manpower development, and rural and urban projects are given emphasis. Most of the documents appeared in 1967.

12. "Confrontation: The Campus and the City," *Change* 1, January-February 1969, pp. 6-19.

Two of America's most vital institutions, the city and the university, are at a critical juncture. Where does the university go from here? Where can the city find help? Are our campuses as ungovernable as our cities? The authors of the following four essays answer these questions and others from their own

vantage points: William Birenbaum as an urban educator; Colin Greer as an historian of education; Warren Rovetch as a campus planner; and Kevin White as an urban politician.

William Birenbaum in "No More Neutrality" says that in neither the universities nor the ghettos is there an abundance of significant choices, opportunity for mobility, and a respect and tolerance for controversy. As a partial solution, both students and ghetto residents should be given more freedom and substantial power. The urban university, because of its special purposes, powers, and responsibilities, should pioneer in effecting these changes.

In "The Issues and the Stakes," Colin Greer writes that the university has traditionally followed rather than shaped the social order. Recently, however, it has developed new attitudes, especially with regard to problems of the urban ghetto. Responses to these problems include the establishment of large-scale "community adoption" programs and reformed student admissions policies. Efforts at several universities, with emphasis on Yale, are discussed.

Warren Rovetch in "No More Walls" argues that the university wanting to create a vital urban campus must adopt the principles that traffic must go in as well as out, and that university functions must be commercial and social as well as academic. The "ivory tower" concept is gone. The separation of pedestrian and vehicular circulation, mixed use of land through horizontal zoning of buildings, and other basic planning concepts that will allow these principles to be translated into reality are discussed.

In "The View from City Hall," Kevin White says that too many urban universities have ignored the fact that their health is closely related to the health of the inner city. Rather than being mutually suspicious as they have in the past, they must recognize a new sense of interdependence. Mayor White suggests that urban universities fulfill their responsibilities to the city by assisting in elementary and secondary education, in law enforcement, and by coordinating employment policies with those of the city.

13. Cummings, Thomas, Jr., ed. *Political Backgrounds of Adult Education: The University in Urban Society.* Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1967 (138 Mountfort Street, \$1.25).

This monograph contains papers presented at a conference held in October 1966 and sponsored jointly by Syracuse University and CSLEA. Papers pertinent to university involvement with the city are discussed below.

Stephen Bailey in "Urban Decision Making: The University's Role" (ED 011 364. MF-\$0.25, HC-\$0.80), examines various ways in which the university can and should influence urban decision making. The central university role should be to sensitize decision makers and citizens to the human misery caused by squalor, poverty, and ignorance. Long-range roles of the university would include identifying the problems urban leaders should deal with, discovering the root laws of human behavior,

and finding answers to social problems that take account of these laws. Short-range roles would include providing technical advice and educating city officials.

Sanford L. Kravitz in "Urban Institutions as University Clients" (ED 011 363. MF-\$0.25, HC-\$0.75), discusses ways in which the university can and must help the city solve its problems. He sees the two major needs of city institutions as manpower and knowledge. The university must mobilize its resources rapidly and, in so doing, redefine job content, training, job status, and professionalism. Attention must be given to the increasing use of sub-professionals. Knowledge must be used for the improvement of society, and universities should seek to bridge the gap between the city administrator's concern for immediate answers to specific problems and the scholar's concern for theory and research. An excellent analysis of the problems involved in consultation is provided.

**14. A Directory of Urban Research Study Centers.** Washington: U.S. Senate, Joint Economic Committee, August 1967. (Available from JEC, New Senate Office Building.)

This directory has been assembled by the Subcommittee on Urban Affairs of the Joint Economic Committee in an effort to provide information on the activities of the variety of research centers engaged in urban studies. These centers are engaged in community service, education and teaching, and basic and applied research on the problems facing American cities. The majority of the centers listed are affiliated with universities.

**15. Drazek, Stanley J. *The Agony of the Inner City: What Can Continuing Education Do?*** College Park, Md.: University of Maryland, December 1967. ED 015 377. MF-\$0.25, HC-\$1.80.

This is a report of a panel program sponsored by the Council on Extension at a conference of the National Association of State Universities and Land-Grant Colleges in November, 1967. Urban and university leaders representing Milwaukee, Newark, and Watts presented papers describing slum conditions in these cities and various programs aimed at alleviating some of the problems. Summaries of these papers follow.

Mary J. Hewitt in "Watts" describes the Watts-Willowbrook-Avalon area of Los Angeles in terms of economic, social, and educational factors. The university and governmental programs in continuing education include a lecture series on the black experience, and various interracial seminars and workshops.

Arthur J. Holland in "Newark" asserts that the lack of educational opportunities is the basic cause of urban problems. He discusses the benefits of continuing education and describes some of the current educational programs in Newark. These include human relations courses for police officers, programs for inner city teachers, and inter-group seminars and workshops in various subjects.

Glen C. Pulver in "Milwaukee" describes efforts being made by the University of Wisconsin extension division in Milwaukee to improve inner city life in the areas of jobs, housing, consumer education, health and edu-

cation. The most successful programs are those which have utilized University-paid community representatives. Approximately 15 ghetto residents are employed part time as liaisons to "bridge the communication gap" between the people of the community and the University.

**16. Duncan, Karen. *Community Action Curriculum Compendium.*** Washington: U.S. National Student Association, November 1968. (Available from USNSA, 2115 S St. N.W.)

This compendium contains descriptions of 59 community action projects that receive academic credit from 48 colleges and universities. Although the characteristics of the programs vary greatly, they may generally be divided into six categories: complete programs in field work; single class programs (tutorial and non-tutorial); social work training programs; graduate programs; cooperative work-study programs; and programs affiliated with VISTA and Peace Corps activities. Other pertinent information on programs and the nature of the schools offering them is included.

**17. Edwards, Gordon. *The University and the Ghetto,*** December 1968. ED 029 205. MF-\$0.25, HC-\$1.25.

As an alternative to the formal educational system, SUNY Buffalo developed a storefront educational experiment to provide neighborhood centers where local residents could obtain information about a variety of problems and receive instruction in several areas. As a result of the success of the storefront projects, the Jefferson Education Center, or "University of the Streets" was later opened. The development and operations of the storefronts and the Jefferson Center are described in this paper presented at the 45th Annual Congress of the National League of Cities. This document provides excellent models for universities considering the establishment of urban extension centers.

**18. Gardner, John W. "The University and the Cities," *Educational Record* 50, Winter 1969, pp. 5-8.**

What help are colleges and universities in the crisis of the cities? The chairman of the Urban Coalition points out that although the institutions have performed well in providing technical assistance abroad, most of them "have not yet brought themselves to render the same service to the communities of which they are a part." He thinks they can—and must—provide this service. He suggests teaching relevant subjects, training ghetto leaders, and providing technical assistance.

**19. Gustaitis, Rasa. "Columbia's Neighbors: The Slums of Academe," *Reporter* 37, October 5, 1967, pp. 14-38.**

This article explores the following questions: What does an urban university owe its neighbors? Should it reach out and try to help cure urban ills, or turn inward and concentrate on educating its students? Should it grow by extending a sheltered campus, or fit itself into the city's existing fabric? Numerous examples of Columbia University's experiences with Morningside Heights are cited.

**20. Hester, James M. *The University and the Disadvantaged: A Report From the President of New York University.*** New York: New York University, 1968.

This booklet describes many of NYU's programs designed to serve the poor and disadvantaged. The Project on Social Welfare Law serves as a research center and a national clearinghouse for lawyers and others involved in the defense of the rights of the poor. The New Careers Development Center, Center for the Study of the Unemployed, and Project Labor Market are all projects that seek answers to the problems of unemployment and underemployment. Medical and educational programs are also offered, some specifically designed to aid minority groups, especially Negroes.

21. Jacobsen, Elden. *Higher Education and Urban Affairs: An Approach For Metropolitan Washington*. Washington: Washington Center for Metropolitan Studies, April 1969. (Available from WCMS, 1717 Mass. Ave. N.W., \$2.00.)

University-city relations, generally and within the Washington area, are discussed in this study. The problem of university autonomy is examined from a "holistic" perspective, and the city is considered as a system, as "goals," and as a learning environment. Suggestions are offered to enable universities to obtain optimal and meaningful relations with the city. The most interesting one calls for the establishment of "urban observatories" with "satellites," while others are concerned with innovative extension divisions and research institutes. Although somewhat erudite, the study provides a good framework for long-range planning.

22. Johnson, Byron. *The Vitality of the City: Challenge to Higher Education*. San Francisco: University of California, Medical Center, April 30, 1967. ED 024 346. MF-\$0.25, HC-\$1.05.

Johnson discusses the university's tendency to shy away from involvement with the city and argues that the university now has a role and responsibility in the life of the city. He then goes on to consider what the university, in terms of its own institutional characteristics, can do. The most important step involves becoming more problem-oriented rather than discipline-oriented. This would require a modification of the academic status system—giving more credit to public service than to publications.

23. Jones, Stanley L. "Inner City: The University's Challenge," *Journal of Cooperative Extension* 6, Fall 1968, pp. 155-63.

The author challenges the American university to use its resources to help erase conditions of tension, blight, and human decay. There are 4 things a university should and must do: 1) stop teaching students to distrust the city; 2) develop programs in urban affairs; 3) produce teachers with the knowledge and insight required to handle education in America's ghetto schools; and 4) use research resources to investigate causes of and solutions for existing city problems.

24. Kerr, Clark. *The Urban-Grant University: A Model for the Future*. New York: City College of New York, 1968. ED 025 198. MF-\$0.25, HC-\$0.85.

The author suggests a model for the future in the form of an "urban-grant" university. Such an institution would have an aggressive approach to the problems of the city, and the city itself and its problems would provide the motivating force for the university's work. The university would be concerned with

the urban environment in its totality: its architecture, space use, cultural programs, and recreational facilities. The city would not be the university's sole concern, however, since it would follow the land-grant model in its concern for "all the mainstreams of intellectual thought and discovery." Other possible characteristics and responsibilities of the urban-grant model are discussed.

25. Klotsche, J. Martin. *The Urban University and the Future of Our Cities*. New York: Harper and Row, 1966.

This book is concerned with the background and rapid development of urban universities, which now enroll nearly one half of the students in degree-granting institutions. The major portion deals with aspects of the school-community relationship: 1) a profile of the urban university; 2) the role of the university with respect to its community; 3) urban needs and university resources; 4) the urban campus; 5) urban students and trends toward commuting; and 6) the urban university and exposure to the arts. The final chapter presents over 20 challenges which an urban culture imposes on an urban university, and the responses necessary for coping with them. This is the only book in the area and it provides excellent background material.

26. Lee, C.B.T. "Columbia College Citizenship Program: A Student Laboratory in Civic Affairs." *Journal of Higher Education* 36, April 1965, pp. 186-94.

This article describes the Columbia College Citizenship Program which is active in providing student volunteers for various types of community service projects. Students work in hospitals, government offices, and various community centers. It was found that for the program to succeed, the student must provide a useful service and learn something through this service.

27. Lowe, Gilbert A. "Howard University Students and the Community Service Project." *Journal of Negro Education* 36, Fall 1967, pp. 368ff.

This report describes the involvement of Howard University students in a community service project in Washington, D.C. between 1961 and 1966. The project was planned to: 1) mobilize and assist the more than 160 churches in the area; 2) survey and help meet the needs of the residents; 3) contribute to family development; 4) initiate programs of self-help; 5) develop a model for other communities; and 6) provide a training facility for students. The project showed that an urban university can effect some positive changes in social conditions and that ghetto residents can be motivated to help themselves.

28. Miller, Harry L. *New York University's Harlem Seminars*. New York: New York University, School of Continuing Education, November 1967. ED 014 652. MF-\$0.25, HC-\$0.95.

In 1966-67, NYU's School of Continuing Education conducted discussion groups in Harlem on child development, consumer and educational problems, and Negro history, to test the feasibility of extending informal adult education programs into the poverty areas of New York.

29. Nash, George and Patricia. *Leads Columbia Could Have Followed*. New York: Columbia University, Bureau of Applied Social Research, June 1968. ED 030 386. MF-\$0.25, HC-\$0.30.

As a challenge to Columbia University, the authors present the work of the University of Pennsylvania and the West Philadelphia Corporation (WPC) and the University of Chicago and the Southeast Chicago Corporation (SECC). In addition to general community programs, the WPC made an effort to improve local elementary and secondary schools by training librarians, stimulating growth of local PTAs, and starting a 3-year motivational program designed to prepare local disadvantaged high school students for college. SECC attempted to halt the spread of urban decay through the enactment of laws to bring about urban renewal and direct confrontation with slumlord law-breakers.

30. *Preliminary Report of the Committee on the University and the City*. Cambridge, Mass.: Harvard University, 1968. ED 027 827. MF-\$0.50, HC-\$5.40.

In May 1968, the President of Harvard University appointed the Committee on the University and the City to evaluate and university's efforts in community service, recommend new actions if necessary, determine an appropriate relationship between the university and the city, and particularly try to define for a new era what a university is and ought to be. After a brief description of the nature of the university and the community, this booklet discusses how Harvard's degree programs, organizations, policies, facilities, and finances affect the community. An inventory describes the service activities of the various schools and departments of the University.

31. *The Role of the University in the Community-I*. Lincoln, Neb.: Governmental Research Institute, Inc., February 1969. ED 034 493. MF-\$0.25, HC-\$0.30.

The traditional role of the university is examined, and some innovative programs in university-community cooperation are cited. The one discussed most extensively is the "Professor of the City Program" at the University of Oklahoma. There, professors were given leaves-of-absence to "advise, consult, diagnose, prescribe, and even participate in the treatment" of urban ills. The program met with enthusiastic response and won an award for intergovernmental urban development.

32. *The Role of the University in the Community-II*. Lincoln, Neb.: Governmental Research Institute, Inc., March 1969. ED 034 494. MF-\$0.25, HC-\$0.45.

Faculty consultation and campus police-city police cooperation are among the areas of cooperation that exist between the University of Nebraska and the city of Lincoln. Communication and the structure for cooperation are the largest problems. The issue of tax-free university property is discussed and the moves of four universities to help alleviate the financial crisis of local governments are described. One of these provides for payment to municipal governments for fire protection and other services.

33. *The Role of the University in the Community-III*. Lincoln, Neb.: Governmental Research Institute, Inc., June 1969. ED 034 495. MF-\$0.25, HC-\$0.35.

Some aspects of the University of Nebraska's response to economy and social change within the state are discussed, with emphasis on the urban crisis. The most significant move was

the establishment of the Center for Urban Affairs at the University, which is described in detail.

34. Senterfitt, Pam, and Toothaker, Allen. *A Training Plan For Campus-Community Organizing*. Washington: U.S. National Student Association, May 1969. (Available from USNSA, 2115 S Street N.W., \$3.00).

Designed as a possible one-semester university course outline, this manual describes a training program for "Campus-Community Organizers" (CCO). The program enables college students to establish a liaison with poor communities through involvement in order to find ways in which the financial and technical resources of universities can become more accessible to the poor of America. The CCO's job is to identify skills within the university and, with the help of community members, construct a program or project that benefits both students and the community. The experiences of a group of students who lived for a summer in the Detroit slums are described.

35. *Special Programs Under Title I Higher Education Act of 1965*. Farmingdale, N.Y.: State University of New York, October 1967. ED 015 393. MF-\$0.25, HC-\$1.35.

This report describes three programs in education for community service developed in 1966 by SUNY at Farmingdale. (1) "Gateway to Careers for Women," a 15-session workshop, provided field assignments, jobfinding skills, and counseling. (2) "New Horizons for Later Years" was a 10-session program for men and women preparing for retirement. (3) The "Medicare-Aid Training Program" provided a 10-session workshop to train men and women as paid or volunteer nurse's aids. All programs used guest speakers, field trips, new techniques in group guidance, and creative teaching materials.

36. *University Urban Research Centers*. Washington: The Urban Institute, 1969. (Available from Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C., 20037 \$3.50.)

This directory of close to 200 university research centers includes information on each center's purpose, funding, staff, relationship to university, major fields of interest, publications, past and present projects. It also contains listings of urban observatories, which are intended to facilitate close cooperation between universities and mayor's offices, and community service centers run by urban universities. Four centers which have outstanding programs are described in detail.

37. *Urban Extension*. New York: Ford Foundation, Office of Reports, 1966. (Available free from Office of Reports, 477 Madison Ave.)

This report outlines the experiences of eight universities that received Ford grants for experiments in applying resources directly to the problems of cities. The most significant accomplishments were: helping local communities create structures for the war on poverty; enhancing the ability of universities to serve state and local governments; shaping community action programs; and creating a working liaison between the universities and government agencies. Participants were the state universities of California at Berkeley, Delaware, Illinois, Missouri, Oklahoma, Indiana (Purdue), New Jersey (Rutgers), and Wisconsin.

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